

GENDER ACTION PLAN (Sep 2022 - Aug 2025)

Objective	ACTION	Progress at a glance	Rationale	Milestone	Timeline	Responsibility	Success Criteria
Ensure that all those in leadership positions have demonstrable experience of EDI.	1	Criteria for new senior appointments will require evidence to demonstrate commitment to advancing equality; to be included in the short-listing and interview process.	To build inclusive leadership capacity and embed EDI within our new university, and to implement the HEA recommendation 1.2 (2016).	Inclusion of this criteria in the recruitment process of inaugural President of ATU - Jan-Mar 2022.	Q1 2022	HR, EDI, University Planning Team	Increased awareness and demonstrable evidence of inclusive culture and management practices, evidenced in responses to all staff Athena SWAN survey Q3 2023 EDI criteria embedded as part of all job descriptions /recruitment process for senior positions.
Resource EDI function to support delivery of university's equality priorities.	2	Appoint a full-time Grade IV/V or equivalent to support EDI & Athena Swan work across ATU.	Resources are required to effectively implement the Gender Action Plan across the University, particularly within departments/faculties. Support the ongoing extraction and analysis of data for future Athena Swan applications. Support EDI priorities in race equality, disability, the inclusive curriculum, awareness events and other activities as required.	Meeting key EDI priorities	Sep-22	VP for EDI & Online	One STEM and one AHSSBL Athena SWAN Departmental applications progressing to agreed timeline Q4 2023. EDI calendar and schedule of six annual awareness events delivered in AY 2022-23.
	3	Allocate an appropriate budget to support development and initiatives in the EDI function.			Q1 2023	VP with responsibility for EDI	Funding available to support various equality initiatives.
Submit Athena Swan departmental applications in STEM and AHSSBL.	4	ATU SAT identifies departments and timeframes for submission of faculty/departmental STEM & AHSSBL applications for Athena Swan Bronze.	Maintain progress on promoting equality and related issues by creating a pipeline for departmental/faculty Athena Swan submissions and awards for 4-6 years, including planning for an application for a Silver award. Departmental/faculty SATs are required to complete the requisite departmental/faculty Self-Assessment process and final submission.	Schedule of departmental/faculty submissions agreed Q1 2023	First submissions of departmental/faculty applications by 01/04/2024; on a rolling basis thereafter according to pipeline.	President, VP with responsibility for EDI	Achieve Athena Swan departmental/faculty Bronze awards
	5	Establish departmental/faculty SATs to progress applications. Provide an appropriate hours allocation to support departmental applications					
Promote diversity initiatives through outreach activities in STEM and other disciplines where there is significant gender imbalance.	6	Work with departments to organise three outreach activities per year in disciplines with gender underrepresentation.	Ensure visibility of female/underrepresented role models at key outreach activities and other events to promote awareness of STEM careers to second level students and thereby increase the pipeline of female students to ATU. Currently ATU, 33%F academic staff across all STEM disciplines.	STEM event in Q4 2022	Annual	Faculty Heads; EDI	Three events will reach 500 potential female students annually.
Ensure EDI is embedded in the university governance structure to ensure responsibility and accountability for equality and related activities across the university.	7	Establish the following bodies: EDI subcommittee of Governing Body; EDI Steering Group; University SAT	Implement the recommendations from the National Review of Gender Equality and the Task Force. A robust governance structure for EDI will drive the implementation of initiatives and support the achievement of culture change and equality, diversity and inclusion.	Q2 2022 EDI subcommittee of GB est. Q3 2022 AS Self Assessment Team est. Q4 2022 EDI Steering Gp est	Ongoing part of university governance structure	GB for EDI subcommittee; President/VP EDI for Steering Group and SAT.	Agreed milestone on EDI workplan for Athena SWAN applications and other key priorities are met.

Identify wider equality issues and measure progress across all staff.	8	Administer an EDI university staff survey in 2023 and benchmark against previous institutional surveys.	Inequality extends beyond gender and is compounded by other grounds. A staff survey will allow the ATU to identify and address issues and measure progress from the baseline established in the 2020 Athena SWAN surveys.	Pilot survey with committees of key staff networks	Q3 2023	SAT, EDI	Survey is run, a high response rate is achieved (in excess of 50%), results are analysed and appropriate actions identified
	9	Initiate a campaign to capture and analyse a suite of equality data for all staff across all characteristics using an intersectional approach.	Collecting equality monitoring data on staff will assist in identifying issues, drawing up actions and tracking progress across characteristics such as race, disability, sexual orientation etc	All ATU colleges migrated to an integrated HR system by Q4 2023.	Commencement in Q4 2023	EDI Managers and HR Managers	Establish a baseline of data for 50% of staff cohort in year 1 rising to 75% in Year 2 and 90% in year 3
Ensure underrepresented/minority groups have voice, visibility and representation in the university.	10	Establish women's network, LGBTQI network, parents network and network for staff from minority ethnic groups.	Underrepresented/minority groups are not well heard or visible. Establishing staff networks that can feed into decision-making bodies will raise visibility and provide the opportunity for voices to be heard.	Inaugural meeting of ATU Women's Network Q1 2022 Launch of LGBTQ+ & Allies staff network Q2 2022	Ongoing as need arises/staff demand	EDI, staff	Network are established, active, and can feed into key EDI decision-making bodies including Steering Group.
Fulfil statutory functions for reporting on equality.	11	Produce Annual Report on EDI for the Governing Body and all relevant stakeholders.	ATU must fulfil its statutory obligations. In addition this requirement represents good practice and ensures that the Governing Body is aware of the equality issues in the University and the steps being taken to address them.		April annually, subject to ATU-wide data being available	EDI Managers	Report published annually in Q2 of AY. Identification of actions required to sustain progress.
Ensure an inclusive recruitment process by reviewing and revising all HR recruitment policies and procedures through an intersectional lens and support with best practice training initiatives.	12	The University to introduce License to Recruit to ensure all panel members are trained on fair recruitment.	Given the under-representation of women at senior level in the ATU (34% of SL posts are held by women) as well as a broader lack of diversity (at a senior level), an inclusive recruitment process which attracts a diverse pool of applicants is a fundamental requirement to address this.	1. By June 2022 inclusion of EDI pack including UB training for all interviewers including external panellists. 2. By June 2023 all internal interviewers receive UB training.	Q2 2023	HR, EDI, University Planning Team	Annual recruitment monitoring reports will show a more diverse pool of applicants are applying for positions and that the diversity of applicants is reflected in appointments
	13	Ensure gender balance (a minimum of 40% male and 40% female) on selection boards. In cases where there are only three panel members, there will be a minimum of 33% male and 33% female.			In place		
	14	Advertise appointments using diverse recruitment channels, including networks for underrepresented groups.			In place		
	15	Advertisement of appointments, job descriptions and supporting recruitment documentation to include statement on university values and commitment to equality and diversity.			In place		
	16	Monitor and report annually on aggregate outcomes from all university recruitment processes.			In place		
	17	Apply the flexible cascade model to the recruitment process for appointments at all grades.			Q4 2023		
Analyse, address and publish gender pay gap information in line with Gender Pay Gap Information Act.	18	Conduct a gender pay gap analysis and report annually on this data within six months of the snapshot (as per legislation).	The ATU will identify any gender pay gap and take actions to address it.	In line with legislation, agree date in June 2022 for snapshot of pay data on which ATU pay gap analysis will be based.	Report by Q4 2022	HR Managers	Gender pay gap information reported and published on website in Q4 2022, including actions to close the gap. https://www.gov.ie/en/publication/19875-gender-pay-gap-information-reporting-faqs-for-employers/
	19	Gather, retain and monitor outputs from gender disaggregated data for all stages of the recruitment process.	Streamline systems and ensure complementary data capture in terms of gender and intersectionality, to ensure timely extrapolation and analysis. Centralising and digitalising data collection will support ongoing Athena SWAN & EDI initiatives.	Collect data on staff diversity indicators for submission to HEA in December 2022.	Q4 2022	HR	1. Annual report on staffing levels, recruitment and promotion processes and composition of committees and boards is enabled.

Ensure actions taken to address inequalities are informed by data.	20	Conduct exit interviews, including with staff who step back from more senior roles.	Currently, exit interviews are not conducted. Collect and analyse this data to enable gender disaggregated decision-making and establish reasons for resignations.	Pilot MS Forms as a method to collect data on leavers.	Q1 2023	HR	1. Exit interviews conducted with 100% leavers. 2. Record and analyse feedback from leaving staff to identify any issues, e.g. working environment, culture, work-life balance and
	21	Use HR systems to develop a clear process to systematically capture participation in training and professional development opportunities to enable analysis including an analysis of equality dimensions.	This data would inform on gender-disaggregated numbers of staff engaging in training and development, including research-active academic staff, and direct targeted initiatives to support staff in departments where gender imbalance exists.	Establish a baseline for all staff of engagement in training and PD.	Q4 2023	HR	Gender-balanced engagement with training & PD opportunities across disciplines.
Ensure all new staff receive a quality induction that will prepare new recruits for a smooth transition into their role in the university.	22	Provide a mandatory staff induction programme, with online and F2F options, to include essential institutional information in a Staff Handbook, for new and existing staff (see action 5.5.2 below)	Induction offers an opportunity to set the tone for the values and ethos of the organisation and ensure that staff are briefed on EDI policies from commencement of post. A "lack of formal induction" was raised at focus groups, and that staff felt they "need to search for information" required at GMIT.	Pilot ATU Induction programme	Q3 2022	HR, Staff development	1. All new staff complete formal induction programme within three months of commencement. 2. Staff induction evaluations report a high degree of participant satisfaction (>80%) and a greater sense of belonging and inclusion.
	23	Provide a Management Handbook for all HoDs and HoFs.	Athena Swan focus groups indicated inconsistencies across the institute in the applications of HR policies, procedures and practices and managers may not be aware of best practice in areas such as bullying & harassment, how to deal with complaints of gender inequality, flexible working options and perceived negative impact on their career progression, pressure to return from maternity/adoptive leave to maintain teaching hours.	Draft of handbook ready for review	Q2 2023	HR, Staff Development	1. All new Heads of Department / Function complete formal induction programme within one month of commencement. Increased confidence from staff that senior management understand
Create a roadmap for career development, including progression and promotion, that will support and recognise A&R and PMSS.	24	Initiate consultation on a Career Development Framework for academic and research staff and PMSS, to include PD planning and training for managers on how to support staff in their career development.	Staff indicated support for a career development framework on which to map their career development goals and professional development.	Set up Steering Group to develop Framework	Q3 2023	Registrar's Office (Staff Development), HR	1. Agreed framework which staff can use to inform their professional development choices and which aligns to
	25	Ensure training opportunities that are supported by the University are aligned to the Career Development Framework.	Ensure staff training needs are identified and met. Framework will support personal development journey and offer relevant training opportunities.	Strategic approach taken to PD and training provision	Q2 2024	HR, Staff Development	1. All training offered aligns with the framework. 2. Capture and report statistical data around training needs necessary for career development.
	26	Establish an academic promotion process subject to national agreements.	OECD report (Tom)				
	27	Support and fund continued participation in the Aurora programme annually, with funding available for a minimum of twelve female staff.	Continue to support professional development for females through Aurora training to help address the underrepresentation of women at senior levels.	Capacity-building with female leaders.	Ongoing	EDI, TLO, Staff Development	1. Continue to build capacity and pipeline of female leadership within the Institute. 2. Continue to evaluate success of Aurora programme and disseminate results.

Make information and resources on all types of leave and flexible working policies and procedures easily accessible.	28	Develop an appropriate university portal for information and resources on all types of leave and flexible working policies and procedures.	Promote awareness of ATU's family friendly / flexible working policies. There is low uptake in areas of paternity leave and parental leave particularly for men			HR	Staff survey in 2023 will show an increase in the %of staff who reported awareness of Staff survey in 2023 will show an increase in the %of staff who felt
The university will support staff to maintain positive work life balance through flexible working arrangements.	29	Support the development of a sectoral Remote Working Policy which enables remote/hybrid working arrangements in all suitable roles.	GMIT 88% IT Sligo 82% of staff expressed a desire to work remotely on a hybrid basis, higher for Female staff	ATU Rep on Sectoral working group	Q1 2023	HR	Staff to work remotely in all suitable roles
Improve the handover and return to work arrangements in place for all staff taking maternity/paternity/adoptive/parental/carer's leave.	30	Review and revise maternity/adoptive leave policies and procedures generally, with a specific focus on provision for a managed handover process, retention of disciplinary specialisms and supported return to work (e.g. Keeping in Touch days).	Put in place supports for staff returning from leave to facilitate their re-engagement. Concerns expressed in focus groups about the professional impact of taking maternity/paternity/adoptive leave. Working arrangements for return are sometimes not communicated until return, meaning significant adaptation by the returnee is required.		Q3 2023	TU HR Project Team	Staff survey in 2023 will show an increase in the %of staff who felt supported in their return from maternity/adoptive leave.
Ensure that staff members with caring/ childcare responsibilities are not excluded from important decision-making fora.	31	Develop a Core Meeting Times policy to facilitate engagement and inclusion of all staff at key meetings.	Ensure staff availing of flexible working arrangements can attend and contribute at key meetings.		Q3 2023	HR	Staff survey in 2023 will show that staff availing of flexible working are able to contribute at key meetings
Develop a university Equality, Diversity & Inclusion Policy	32	Merge current equality policies from IT Sligo, GMIT and Letterkenny into a University EDI Policy.	Articulate the university commitment to Equality, Diversity and Inclusion		Q42022	EDI Managers	ATU EDI Policy approved and communicated to all staff.

Increase awareness of staff and students in relation to gender equality and wider equality-related issues.	33	Deliver an annual programme of EDI training for all staff across the University.	Staff surveys indicated that EDI training needs to be embedded across the ATU and further that different cohorts of staff may require tailored and bespoke training.	Schedule of training programmes	Sept- Dec 2022	Staff Development, EDI	Staff survey Q3 2023 will show awareness of EDI issues increased, thus embedding an inclusive university culture.
	34	Develop a communication and engagement strategy for all EDI initiatives including Athena Swan.	Awareness of equality initiatives is an important educative part of trying to change the culture.	EDI agenda item at All Staff meeting. Development of ATU EDI webpage.	Q4 2022 Q1 2023 Q4 2022	EDI	Staff survey in 2023 will show an increase in the % of awareness of EDI and related initiatives.
	35	Establish a University Equality Champions Network that is representative of the University.	Embed EDI Champions within departments/functional areas. There is a need for on-the-ground staff working to promote EDI across the campus. This worked well during the Athena Swan process. All Champions to brief colleagues in Departments / Faculties on EDI at Programme Board / relevant Policy Committees. Champion network to be resourced and training of Champions to be provided.	Champions Recruited and Trained	Sept- Dec 2022	EDI Manager, Staff Dev	Staff survey in 2023 will evidence strong awareness of EDI Champions.
Ensure gender balance on all key decision-making bodies.	36	Ensure gender balance (a minimum of 40%F and 40%M) on Governing Body and Academic Council, including subcommittee membership and chair roles. Monitor composition of all committees	Improved decision-making requires broad representation of diverse groups, including gender balance.	Identification and audit composition of key decision-making bodies	Ongoing	VP EDI Office	Gender parity (40%) including membership and allocation of Chair roles.
Ensure university institutional and programmatic reviews will take into account gender and equality dimensions.	37	Integrate an EDI dimension into all aspects of the University QAE Framework.	Framing EDI in the QAE framework will address systemic impact of hidden inequalities persisting in programme learning outcomes, curricula, including in areas such as race and gender.	Produce new QAE framework.	Q3 2024	Registrars Office, EDI	EDI embedded in the QAE framework.
Ensure research staff address EDI dimensions in all research activities.	38	Provide EDI research-specific training to all research staff, including postgraduate students.	Embed an equality perspective in ethics approval to ensure EDI dimensions are accounted for in research design and implementation.	Review and update Ethics Approval form to include equality considerations.	Q2 2023	VP R&I, EDI, Registrar's Office	EDI perspective evident in research.
Ensure workload allocation is fair and transparent.	39	Review workload allocation across the ATU.	The Athena Swan surveys (2020) showed that a majority of all academic staff (more pronounced amongst females) do not believe there is a fair and transparent way of allocating work in their department. Therefore, the process needs to be reviewed and made more transparent.	Establish a representative working group to review the process.	Q4 2023	EDI Steering Group, HR, Heads of Faculty, Staff representative forums	Increased support (70%) of men and women in subsequent staff surveys.
Ensure all internal and external communications promote and demonstrate inclusivity.	40	Integrate an Equality Impact Assessment into existing communications and marketing protocols.	Ensure representation and visibility of diverse role models in internal and external communications.	Protocols requiring minimum of 40% of men and women speaking at events.	Q3 2023	University SAT/EDI Managers/Communications and Marketing Office	Annual report confirming diverse representation in university communications. 40% of men and women speaking at events.
	41	Monitor Institute progress on representation of diverse role model visibility in all publicity material and report annually to EDI subcommittee of GB.					
	42	Conduct an audit and analysis of leadership culture across the ATU (staff surveys; focus groups; metrics)	To gauge attitudes of leaders to equality.	Audit and training needs analysis completed.	Q2 2023	Staff Development, EDI, UPT	Drive an inclusive culture. Increase to 70% the number of staff who believe the culture supports equality in next staff survey Q3 2023.

Equip leaders to drive inclusive cultural change across the University.	43	Support leader development with training as appropriate (see action 5.6.2)	To promote an inclusive culture that supports gender equality, managers and staff need to be trained on the implementation of policies to ensure that consideration of equality is mainstreamed into the ATU.	Leadership training commenced.	Q4 2023	Staff Development, EDI	Drive an inclusive culture. Increase to 70% the number of staff who believe the culture supports equality in next staff survey Q3 2023. UPT to initiate and maintain clear messaging on openness to diverse views and developing a fulfilling, inclusive workplace.
Promote and support wellbeing in the workplace.	44	Develop a Mental Health & Wellbeing Policy.	Promote mental health, wellbeing and positive work-life balance for staff and students in ATU.	Draft policy out for consultation.	Q1 2023	Mental Health & Wellbeing Policy Group	Wellbeing of staff will be measured in the next staff survey in 2023
Promote a safe and respectful campus culture, including an understanding of Consent Framework and preventing and responding to sexual violence and harassment.	45	Establish an ATU working group to coordinate the implementation of the Consent Framework	To ensure a safe, respectful, supportive and positive campus culture.	ATU policy approved. WG established.	Q4 2022	Registrar's Office, EDI	Implementation of the Action Plan
	46	Merge current action plans on sexual violence and harassment from IT Sligo, GMIT and Letterkenny into a University Action Plan.	To ensure a safe, respectful, supportive and positive campus culture.		Q2 2023	SPR Manager, WG for PRSVH	Implementation of the Action Plan. Report annually on achievement of actions.
Increase awareness of the trans experience within the University community.	47	Resource the LGBTQI+ Staff Network to provide appropriate and relevant training and awareness raising events	Changes to values & culture and awareness-raising events were the most commonly made suggestions to promote inclusion in the Athena SWAN surveys (2020).	Establishment of ATU LGBTQ+ & Allies staff network	Q2 2022	EDI	Launch of network; Flag-raising at Pride events and campuses in June 2022.
	48	Ensure gender neutral toilets are available on all campuses.	Support inclusion and visibility in terms of physical infrastructure and signage.	Facilities available at every campus	Q4 2022	B&E	Students are supported in their authentic identities through the physical infrastructure of the University.
Ensure organisational processes and policies in relation to gender identities.	49	Approve a university Gender Identity and Expression Policy.	A Gender Identity and Expression Policy was approved in GMIT in 2018 and significant work has been done to review and update this policy in Q1-2 2022. IT Sligo and LyIT did not have an approved policy. A policy for ATU is required.	Complete review of legacy GMIT policy and propose this for approval by ATU GB.	Q4 2022	SS, EDI	Students are supported in their authentic identities through the policies and procedures of the University